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ABSTRACT

This report presents the results of a meeting of education officials from Bangladesh, China, India, Japan, Nepal, Pakistan, and Thailand to discuss the promotion of primary education for girls and other disadvantaged groups in developing Asian countries. Chapter 1 serves as an introduction, discussing the goals and results of the meeting. Chapter 2 summarizes the educational situation in Bangladesh, China, India, Nepal, and Pakistan in relation to the education of disadvantaged groups. Chapter 3 provides an analysis of the major issues and problems relating to the education of girls and children in rural and remote areas. These include poverty, unemployment, sex discrimination, inadequate infrastructure, and lack of schools. Chapter 4 outlines a cooperative framework for preparing innovative pilot programs for promoting primary education for girls and other disadvantaged groups. Chapter 5, the bulk of the report, describes country-specific proposals for individual pilot projects and programs. Four annexes provide a list of the meeting participants, an annotated agenda, the inaugural speech, and the welcoming speech. (MDM)

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Asia and the Pacific Programme of Educational Innovation for Development **APEID**

ED 373 876

PROMOTION OF PRIMARY EDUCATION FOR GIRLS AND DISADVANTAGED GROUPS

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Chapter One

INTRODUCTION

The UNESCO Asian Centre of Educational Innovation for Development (ACEID) jointly with the Department of Non-formal Education, Ministry of Education, Royal Government of Thailand organized the Planning Meeting to assist Member States which have priority needs of promoting primary education for girls and disadvantaged groups, to generate grassroots-based pilot projects as growth points for promotion of primary education for girls and disadvantaged groups in rural areas. The projects/programmes are expected to contribute to the promotion of universal primary education and eradication of illiteracy among the most needy population groups in the countries of Asia and the Pacific region.

The Meeting is supported under the UNESCO/Japanese Funds-in-Trust for the Promotion of Literacy in Asia and the Pacific and the inter-country project "Improvement of National Education Programmes through the Network of APEID".

The Meeting

a) reviewed and analyzed factors impeding effective participation of girls and children of disadvantaged groups in primary schools in rural areas;
b) prepared a project framework for initiating innovative programmes focused on promotion of primary education for girls and disadvantaged groups in rural areas; and
c) generated country specific proposals and plans for initiating grassroots-based pilot projects as growth points.

Participants in the Meeting were two specialists each from China, India and Nepal and one specialist each from Bangladesh, Pakistan and Thailand. Prof. C. Seshadri of India, Dr. Tongyoo Kaewsaiha of Thailand and Mr. Ryo Watanabe of Japan participated as resource persons. List of participants is given in Annex I.

The Meeting was inaugurated on the morning of 30th July 1991 by Mr. Peera Manatas, Vice-Governor of Chiang Mai as representative of the Governor of Chiang Mai. On behalf of the UNESCO Principal Regional Office for Asia and the Pacific Mr. Shoro Iizawa, Deputy Director addressed the inaugural session. The full texts of the speeches are given in Annex III and VI.

Participants acted as Chairpersons for the different meeting/ seminars and conducted the deliberations. Prof. Seshadri acted as the rapporteur for the meeting.

During the Meeting, participants presented individual country papers, exchanged and shared their country experiences. The host institution, Non-formal Education Department, Ministry of Education organized a number of field visits in Lampang, Lamphun and Chiangrai for observing non-formal primary education programmes for out-of-school youth, particularly the ones designed to meet the needs of those who did not

complete primary education. Participants found the field visits very educational and useful.

The Meeting evolved a co-operative framework for initiating pilot projects/programmes in areas which are of critical importance for the promotion of primary education for girls and disadvantaged groups. Each country participant(s) prepared a proposal for initiating pilot projects/programmes which were reviewed and critiqued by the Meeting.

The substantive outcomes of the deliberations and work of the Meeting are presented in the ensuring report as follows:

- Introduction.
- Country situation pertaining to primary education of girls and disadvantaged groups.
- Analysis of major issues and problems regarding primary education of girls and disadvantaged groups.
- Co-operative framework for preparing innovative pilot projects/ programmes for promotion of primary education for girls and disadvantaged groups.
- Country specific proposals for initiating pilot projects/ programmes for promotion of girls and disadvantaged groups.

After the Meeting participants will take necessary follow-up actions to initiate the proposed pilot projects/programmes in their respective countries. Within the overall framework of the objectives and principles of action of APEID, UNESCO will provide, to the extent possible, to the participating countries in the designing, execution and evaluation of the innovative projects.

Chapter Two

COUNTRY EXPERIENCES

With a view to facilitating review and analysis of factors impeding effective participation of girls and children of disadvantaged groups in primary schools especially in rural and remote areas, participating countries presented status of primary education of girls and disadvantaged children in their respective countries. The reports highlighted the overall situation of primary education of these population groups and innovative programmes and remedial measures currently undertaken to improve primary education of girls and the disadvantaged.

BANGLADESH

Present Situation

Bangladesh, a country with a population of about 113 million and a density of 1617 persons per sq. mile is, in spite of determined efforts, still saddled with the burden of illiteracy. The dimensions of the problem can easily be gauged from the fact that about 30-35 million children are what are termed as 'out-of-school children' in the 6-10 age group of whom the majority are girls. Only 5% of those who are admitted in class I pass out of high school. Enrolment of girls is about 50% of the age co-hort and has risen to about 45% of the total enrolment in the 6-10 age group.

The drop out rate continues to be as high as 60-65% with a higher percentage in case of girls. The only silver lining to this rather disheartening situation is the fact that enrolment has risen from about 60% in 1974 to about 75-80% at present. In spite of such progress the present situation has to be judged against the backdrop of an ever-expanding population. The situation will probably be further compounded by the fact that by the girls population of 5-9 age group is expected to increase by about 1.1 million and the total in that age cohort by about 2.7 million. The segmental dimension of the problem has become ever more serious by the marked disparity between men and women with female literacy lagging behind, particularly in rural areas where the vast majority of the population lives. While the literacy rate is 16 for female as compared to 31 for male (81 census), the situation is more pronounced in the rural areas where the female literacy rate is only 13.7%.

It is not that only girls constitute the disadvantaged group. The disadvantaged group also includes all those who for certain social and economic impediments are not able to send their children to school or are forced to withdraw them from the educational system like residents in administrative zones or districts which for economic underdevelopment or for geographical and historical reasons have lagged behind (tribal hill area populations, tea garden labourers) and population in lower income brackets. There are 15 areas with an overall literacy rate of 15% and less (national average 23.8%).

Measures undertaken to improve the situation for girls and disadvantaged groups

Various measures have been undertaken by the government and these have started to pay dividends.

- Expenditure on education as a percentage of revenue expenditure has gone up from 9% in 1983-84 to 18% in 1987-88. This year the highest revenue expenditure will be in the education revenue sector.

- Nationalization of primary schools in 1974; declaration of the objective to attain UPE.

- Supply of free books from class I to V.

- Construction and repair of classrooms during 2nd and 3rd plan period.

- Making education for girls free upto class VIII outside municipal area.

- Designing of new MIS system to ensure collection, analysis and use of appropriate gender sensitive data.

- Liberalization of recruitment rules to facilitate recruitment of women teachers.

- Improvement of provisions of school buildings in the form of better arrangements for washing, toilets, and recreational and dormitory spaces in training institutions.

- A Satellite Schools Programme is to be introduced to bring schools nearer to girls in the first three grades; provide a predominantly female teaching force in more remote rural areas; extend contract time and provide flexible timetables to suit local needs and particularly those of the female community; and mobilize local community and increase involvement.

- Revision of curriculum and textbooks with a view to exclude gender-discriminatory language, illustrations and situations and to reflect women's concerns as well as incorporate issues of health, environmental and population education;

- Extension of the existing secondary girls' scholarship programme.

- The reform of curriculum of both initial and in-service education of teachers.

- Initiation of NGO programmes delivering:

  a) non-formal primary education along the lines similar to those pioneered by BRAC, recruiting more women teachers, offering a simplified need oriented curriculum, more active teaching methods, flexible scheduling, etc.

b) a school improvement fund to help and encourage schools to make themselves more attractive to girls.

- Introduction of a population and Family Life Education sub-component to promote the permeation of population education throughout the system for both boys and girls.

- Enactment of law in 1990 making primary education compulsory.

CHINA, PEOPLE'S REPUBLIC OF

Current Situation

Universal primary education for the school-aged girls is critically important not only for the promotion of the quality of family life but also for the socio-economic development of a nation. Girls' education has significantly improved along with the steady progress of universal primary education in China. In 1990, the enrolment rate of primary school-aged children reached 97.83 per cent (97.4 per cent for the rural children) and of girls to 96.31 per cent, a rise of 3.3 per cent over 1985.

However, due to the great disparity in socio-economic development between different provinces, the provision of primary education in the western part of China is still inadequate, particularly in the remote, rural and minority areas of Tibet, Qinhai, Guizhou, Ningxia and Gansu. Among the various disadvantaged population groups, girls remain the most disadvantaged in acquiring primary education.

Problems

Girls' education in remote and rural areas is often confronted with low enrolment and retention ratios and high dropout and repetition ratios. Among the total 2,484,000 out-of-school children, girls amounted to 2,146,000 (80.4 per cent). It was revealed in the statistics of Gansu Province that among the 109,200 un-enrolled school-aged children, girls amounted to 90,200, 82.6 per cent. In 1990 the provincial average enrolment rate was 94.2 per cent but the rate of girls was only 89.2 per cent. The completion rate among girls has also been lower than boys. For example, in Guanghe County of the province, there were merely 2,350 girls out of the total enrolment of 11,557 in 1989. Around 80 per cent of the girls could not complete their primary schooling. Besides, girls' repetition rate was as high as 30 per cent as compared to 19.1 per cent as the provincial average.

Illiteracy rate is higher among females than males. In 1987, illiteracy rate was 38.2 per cent among females compared to 15.7 per cent among males. Girls' participation in primary education is lower still in minority communities. In Zhangjiachuan Hui Autonomous County, the illiteracy rates were 56.05 per cent among males but 90.25 per cent among females in 1989. In the 20 minority counties of the province the participation rate of school-aged girls was merely 43.71 per cent.

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Such problems are common and typical in the disadvantaged areas in other provinces in China also.

While there are many causes for such problems, the following factors seem to be the major obstacles for girls in disadvantaged areas to participate in primary schooling. First, girls assume an important role in house-keeping, especially in the areas with labour intensive farming and family-based business. Secondly, girls' participation in schooling is restricted due to misoriented traditional values that neglect girls' rights for education. Thirdly, the inappropriate religious beliefs and the out-dated traditional habits have acted as negative factors for the schooling of girls. In addition to these, early marriage, poverty, lack of female teachers, distant location of school, irrelevance of curriculum and instruction may also become the barriers for girls' attendance, completion and achievement in primary education.

Innovative Programmes and Remedial Measures

Many efforts have been made to promote the UPE of girls in China. Publicity campaign has been undertaken in the communities to overcome the restrictive traditional beliefs and to spread the message that education can be an effective tool to eliminate poverty and promote quality of life of the rural families. Various school operation modes have been introduced such ask setting up girls' class in rural schools, encouraging individual citizens to establish village schools, and combining literacy training with instruction in practical vocational skills (e.g. sewing, embroidery, handicraft work, home economics and other useful techniques).

Moreover, some special strategies have been adopted to overcome difficulties in the way of greater participation of girls in education. In minority areas, influential personalities and religious leaders are involved as honorary leaders of the school board. This has helped in mobilizing the local community in supporting the education of girls. In view of the lack of female teachers, a contract teacher training scheme is operated to ensure that female teachers are trained and assigned back to rural areas. In some economically disadvantaged areas, girls enjoy free tuition and textbooks. In nomadic pastoral areas, boarding schools are established and guardians are selected from the community to look after the living of the girls on behalf of their mothers. Efforts have also been made to set up village childcare centres or preschool classes to enable those girls who have to take care of siblings at home to attend school. In many cases, girls are allowed to bring their younger siblings to school and to come late and leave early. As a very recent trend, many girls has begun to benefit from TV education programmes. Furthermore, parental education programmes have been launched in many schools to disseminate information on new government policies, potential benefits of education and relevant methods for family education. Such programmes have proved effective in mobilizing parents and the community in supporting UPE among the disadvantaged areas. Consequently, the number of un-enrolled school-aged girls has decreased from 140,000 to 10,920 in the past five years.

It is therefore believed that once schools obtain the commitment of the local government and community members, UPE objectives may be achieved for all girls and disadvantaged population groups.

INDIA

Current Situation

The Constitution of India provides for free and compulsory education for all children upto the age of fourteen. Child marriage and child labour are banned under law and weaker section are covered under protective discrimination clauses. Education is a part of the socio-economic development plans. The National Policy on Education, 1986 has shifted the focus from equality of educational opportunity to education for women's equality, from centralized, macro, aggregative to decentralized disaggregative educational planning. National actions are afoot to reduce rural poverty through employment and training and focusing on women's development and the girl child.

Despite phenomenal expansion of educational opportunities during the last few decades, wide disparities persist in the educational status of male and female and rural and urban children. Of the 25.98 m. rural enrolled in primary education, girls constitute only 40%. The gross enrolment ratio for rural boys and girls is 106 and 74. The age specific enrolment ratio (for 6-11 age group) for rural boys and girls is 87 and 61. By 2001, primary education has to accommodate an additional estimated 50 million (6-14 years) of whom 30 m. are rural girls.

Twenty per cent of rural population (117 m.) are still without a school. Larger villages and habitations are better served by education, health, roads and communication 31% of schools predominantly in rural areas are single teacher schools. Women teachers constitute 21% of primary teachers in rural areas.

Problems and Issues

A major problem is scarcity of resources to education. Only 4% of GNP is allocated to education. Allocations to primary education are lower and declining from 40% of the education budget to 24%, from 56% in the First Five Year Plan to 29% in the Seventh Plan. No separate allocation are made for girls, rural areas disadvantaged and drop out.

Dropout is a pan India phenomenon. Only half the children who join class I reach class V. Drop out is higher among girls and disadvantaged groups in rural and remote areas. Low enrolment is a feature of economic backwardness and high poverty regions, excessive gender discrimination, lower coverage of schooling, larger proportion of small size (below 300) villages and habitations. Population density is a major variable in UPE.

Quality and relevance in UPE are major issues now in addition to quantitative expansion. Curriculum renewal attempts emphasize inclusion of values of equality between sexes, small family norm, environment protection, minimum levels of learning and achievement, sensitization of all educational personnel, elimination of bias from textbooks, curriculum and teacher training.

Database on education of girls for policy and planning and mobilization of women and community for UPE of girls and disadvantaged groups are other important developments. Projects like the Savitribai Phule Foster Parent Scheme of Maharashtra for supporting girls through primary education, Project Matru Prabodhana (arousing awareness of mother about benefits of girls' education) and mobilizing rural women's group (Mahila Mandals) under IRDP for promoting UPE of girls have shown positive results.

Policies and Programmes

The National Policy on Education (1986) marked a major departure in the policy makers perception of how to tackle the formidable challenge of taking education to the backward sections of our population and regions. The Jomtien Conference gave wide recognition to this understanding of basic education and education for all.

In pursuance of the above, Government of India started harnessing additional resources for universal elementary education with special focus on backward regions and women/girls. The following have been the new initiatives:

Pilot and Experimental Programmes:

- Shiksha Karmi Yojna, Rajasthan - Taking education to remote areas in the State (1987-91). The project is an attempt to prepare local teachers sensitive to local needs in educationally backward/unserved rural areas even at times waving off the minimum 10-12 years of education.

- Mahila Sama Khya - currently implemented in Karnataka, Uttar Pradesh, Gujarat (1989-95) States. Proposed to be extended to Andhra Pradesh.

  The project seeks to mobilize women to monitor and demand educational and developmental facilities especially for rural girls.

Area Intensive Programmes

- Bihar Education Project (1991-95)
- Rajasthan - Lok Jumbish (Proposed 1992-96)
- Uttar Pradesh - Education for All (Proposed 1991-9[illegible]
- Andhra Pradesh Primary Education Project Phase I (1983-87) and Phase II (1991-95).

All projects focus on the Mahila Samakhya approach of mobilizing women for education and development.

NEPAL

Introduction

Nepal is primarily an agricultural country. Nearly 92% of its population live in rural parts of the country. Women constitute nearly 50% of the total population. Most of the rurals are illiterate. Women's contribution is nearly 50% as compared to 44% of men for the development of the rural economy but women and girls are not as yet fully sharing in the developmental processes of the country. This is reflected by the low literacy rates for women (18% as against 54% per man) and by the low girls enrolment ratio at primary level (73% gross as against 126% gross for boys).

Educational situation

Education in Nepal has, in common with many developing countries, expanded dramatically in quantitative terms over the last three decades. However the gains are not uniform: at primary level, only 35% girls are enrolled and out of these only 23% complete primary education. More than 65% of girls are still out of school. Girls enrolment is linked with the availability of sufficient number of female teachers. Presently, however, only 13% of teachers are female due to lack of preferential treatment for women in teaching jobs.

Disparity in primary enrolment exists also among different regions and geographic locations. The 18 remote and mountainous districts, that lay stretched along the entire northern border of the Kingdom are by any indicator lag far behind as compared to the rest of the country in terms of educational equity and achievement. These remote districts have neither good schools nor enough qualified and trained teachers. It is not just the children that are not enthusiastic to go to school, parents also are reluctant to send their children, specially girls to schools. Because of the remoteness and mountain locked topography of the country, many educational facilities (instructional materials, books, furniture etc.) are not easily available in these remote areas.

Innovative Programmes and Remedial Measures

To overcome impediments in the way of UPE of girls and disadvantaged children Nepal has implemented several innovative programmes like:

Special programmes under the NESP for the educational social and economic development of the 18 notified districts These programmes cover: teacher improvement, educational materials distribution, physical facilities improvement, provision of scholarships and special administration policy.

Education of girls and women in Nepal project:

(a) Female Teacher Training Programme: This programme seeks to produce trained female teachers to act as change-agents to motivate rural people to enroll their daughters in the school.

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2500 female teachers have already been produced by this programme.

(b) Up-grading Programme: This is a Teacher Training Programme to up-grade the qualification of the girls and women from remote and rural areas in order to meet the minimum requirement.

(c) Secondary School Scholarship Programme: Under this programme financial support is provided to school going girls of lower-secondary and secondary schools from socially and economically backward communities of the rural and remote areas.

Incentive Schemes like:

Free Textbooks to Girls Programme; Primary School Scholarship Programme; and School Dress Distribution Programme.

General Programmes like:

School Award Programme; Priority to women in primary school teaching; Medal and Scholarship Programme; Non-formal part-time Primary Education (Chelibeti) Programme for out-of-school girls.

Education Programme for Rural Development (Seti Project); Accelerated Schooling System (Shiksha Sadan) Programme. Information dissemination campaigns for Advocacy Towards Girls Education; Adult Education Programme; National Campaign Programme; Programme for School Drop-out Girls.

PAKISTAN

Current Situation

Female education is discouraged generally in Pakistan, therefore the enrolment of females at primary level in the relevant age-group is 34%. This indicate that 66% of the girls are out of school. In absolute number they are 5.327 million. Again, 61% of the females dropout before completing 5 years of Primary Education. Bulk of the dropout takes place during the first two years of Primary Education. The result is that nearly 2 million female illiterates are being added on to the existing population of illiterates each year. The huge out of school population of female children can be attributed both to the acute shortage of female school teachers and to the reluctance of parents to send their daughter to school. The dropout rate among girls could be ascribed to poor motivation, low quality of education, irrelevance of curricula, lack of physical facilities at school and lack of dedication, motivation and interest on the part of teachers. The above mentioned facts have lowered down the literacy ratio in Pakistan which is 16% for females.

Problems/Issues

The various problems and issues confronting primary education of girls and disadvantaged children include poverty, low literacy rate, poor physical facilities, low level of education, discouragement of female

education, rural-urban inequalities in educational facilities, high drop out rates absence of emphasis on job oriented vocational education/training.

Innovative Programmes

The major innovative educational programmes projects include:

1. Primary Education Project. It is a World Bank Funded Project, covering 19 selected districts of Sind, NWFP and Balvchistan.

The main objectives of this Project are:

(1) Improving participation rates and reducing drop-outs.

(2) Improving teacher effectiveness and the quality of instructions.

(3) Reducing per unit cost.

(4) Improving the quality of education.

2. Primary Education Project. It is also a World Bank funded Project, covering whole of the Punjab Province. It is also co-financed by EEC and CIDA. The Project aims at, (a) developing and strengthening institutional capacity to plan, manage and implement the investment programmes. (b) Supporting the development and institutionalization of policy reform. (c) Assigning in the introduction of innovative components in the programme.

3. Girls Primary Education Project. The Asian Development Bank will finance 80% of the project cost for the establishment of 1,000 community model schools. The purpose is to improve the quality of rural primary education for girls.

4. Sind Primary Education Project. This Programme is co-financed by World Bank, Norwegian and British Governments. The Project Provides Primary Educational facilities to the remaining districts of Sind which were not covered in the earlier World Bank Project.

5. Primary Education Curriculum Reform Project.

UNICEF has agreed to provide an assistance amounting to Rs. 112.043 million. Under this project two districts in each of the Four Provinces will extensively experiment need-based curriculum at the primary level.

6. USAID Primary Education Project. USAID is providing grant of US$280 million for the improvement and expansion of primary education in the province of NWFP and Balochistan.

CHAPTER THREE

PROBLEMS AND ISSUES

Analysis of the situation of primary education of girls and disadvantaged population groups in the participating countries as brought out in the country presentations and sharing and exchange of experiences thereon reveals several common problems and issues. In this section a summative account of these different problems and issues and the underlying causes and impediments in the way of non participation in primary education of girls and disadvantaged population groups from remote areas will be presented.

Essentially, the problem of universalization of primary education in the participating countries continues to be one of lack of access to educational facilities, non enrolment especially of girls and disadvantaged children from rural and remote areas, low participation rates and failure to complete the primary cycle of schooling with acceptable levels of achievement in basic education areas. These problems persist despite national commitments in these countries to universalize primary education and phenomenal expansion of educational opportunities during the last few decades.

It is obvious that the generic causes of non participation in primary education of girls and disadvantaged children from rural and remote areas lie in the more elemental socio-cultural and economic realities in which children from these groups live and function. Apart from this basic cause which calls for large scale social action in all countries to overcome the social, cultural and economic hurdles that lie in the way of greater participation of marginalized population groups, attention was drawn in the country presentation to the constraining factors in the educational sphere which can be overcome through appropriate educational interventions. The plight of girls and educationally disadvantaged population groups can be better appreciated if these educational dimensions of the problem are closely examined.

Primary schooling, the main delivery system for basic education in all countries seeks to help children meet their basic learning needs like basic language and communication skills, skills of numeracy, knowledge of physical and social environment, life skills, work skills and so on as these have come to be defined in the different country contexts. It is believed that satisfaction of such needs leads to the empowerment of the individuals. Viewed against these objectives of primary schooling the disadvantaged population groups are victims of multiple handicaps. Firstly, they have no access at all to basic educational infrastructure like schools, teachers and books. Secondly, the content of education imparted through the curriculum is not such as fulfills their specific learning needs. Thirdly, the nature of curriculum transaction in schools is not conducive to their distinct learning styles. Fourthly, the entire model of schooling and education presented to the disadvantaged may appear alien with reference to the cultural needs of these groups. Mere increased access in itself, it is clear, does not ensure the realization of primary education objectives. Faced with such a situation, it is small wonder that the educationally disadvantaged population groups fail to see any point or purpose in education and choose to remain outside school, or drop out of it

without completing the full cycle of primary schooling or fail to achieve desirable learning levels.

Although all educationally disadvantaged children face common difficulties, their nature and intensity varies from group to group. Girls, while sharing many problems commonly experienced by disadvantaged children, face certain difficulties which are peculiar to them. Similarly, children in rural areas have their own problems. A brief description of these problems as brought out in the country reports and exchange of views is presented below:

Problems in the way of education of girls

Especially in the South Asian countries of Bangladesh, India, Nepal and Pakistan girls are victims of multiple handicaps deriving from discriminatory treatment based on sex. Even in China, among the various disadvantaged population groups, girls remain the most disadvantaged in acquiring primary education. The challenges and difficulties in the way of girls education include:

- Poverty and unemployment in rural households which affects the access of girls to schooling more adversely compared to boys.

- Restriction on mobility of girls especially after puberty, early marriage.

- Patriarchy and low status of women.

- Prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women.

- The phenomenon of child labour especially among girls and absence of support services to release the girl from household chores.

- Inadequate schooling facilities, lack of adequate infrastructural facilities, shortage/non availability of women teachers in rural areas, gender stereotyping in both the open and hidden curriculum.

Educational disadvantages of children in rural and remote areas

Universalization of primary education as a minimum condition implies the provision of basic infrastructure of schools and teachers. Studies have repeatedly demonstrated that distance from schools is a critical factor in whether or not children, especially girls attend school. In the countries under consideration, in view of the geographical terrain or vastness of the countries there are still many regions which do not have even these minimum basic facilities. These regions are generally remote and inaccessible in view of the hilly terrain or other geographical conditions and remain untouched by the winds of change and cut off from mainstream developmental activity in view of very poor or total absence of communication infrastructure. The sparseness of the population adds to the difficulty and makes setting up of a primary school administratively not viable and economically not feasible. Even when schools are set up the

problem remains of staffing the school with the requisite number of qualified teachers. It is extremely difficult to find competent teachers who would be willing to serve in these remote areas. They generally function as single teacher schools with a lone teacher simultaneously having to cater to more than two or three classes. Many of these schools go without the services of teachers for months on end. Other problems that follow as a consequence of remoteness like non-availability of textbooks, equipment etc., make the situation worse. Naturally, under these circumstances children choose to keep out of schools, those who are in will be looking for an opportunity to go out and others who remain fail to achieve acceptable learning levels.

Secondly, the geographical remoteness and isolation of these habitations is usually accompanied by cultural distinctness of the inhabitants. Although population groups that live in remote, hilly and inaccessible areas cannot all be stereotyped they nevertheless exhibit certain common characteristics. The communities that inhabit these remote, inaccessible, hilly and forest areas are generally tribal communities. Each tribe has its own distinctive value system, mode of life and social organization. These population groups constitute the poorest of the poor and live their lives at the barest subsistence level. Tradition of learning (other than what is needed for survival) is practically absent and children of these population groups are mostly first generation learners.

Similarly rural populations, in general, face common impediments like poverty, illiteracy, low health and nutrition status, ignorance, bare subsistence level living and a belief and value system that seeks to perpetuate the status quo. This syndrome can be linked with the isolation of these habitations from the mainstream social life.

These factors make children from the rural and remote population groups, perhaps, educationally the most disadvantaged of all. Consequently these groups are in need of priority treatment as far as their educational interests are concerned.

CHAPTER FOUR

CO-OPERATIVE FRAMEWORK FOR PILOT PROJECTS

Before taking up the main substantive task of preparing country specific proposals for innovative pilot projects aimed at promoting the primary education of girls and disadvantaged population groups in remote, rural areas, the Planning Meeting deliberated in detail about the nature and concept of project actions contemplated, the different substantive concerns that these project actions should reflect their important co-operative features. These different aspects which constitute a common framework of guidelines for formulation and execution of specific pilot projects are explained in the foregoing pages.

The Nature and Concept of Project Actions Contemplated

At the very heart of the whole exercise is the question of the nature, scope and concept of "pilot project". The usual connotation of a pilot activity draws attention essentially to its spatial delimitations (with reference to its geographical location in a site/sites) along with attendant considerations of size of target group, and so on. The pilot projects under consideration in the present context need not have such spatial constrictions. They would be pilot not in the usual sense of their being restricted to a geographical location(s) but in the sense of their focus and emphasis on particular, specific areas of action directed towards enhancement of participation of girls and disadvantaged children in primary education. These action areas may be: early upbringing and pre-school education, enhancing access to educational facilities both formal and non-formal, intervention in curriculum to make it target group specific, teacher training, parental and community involvement and administration and supervision. Projects to be proposed will function as 'pilots' in the sense they will zero in on one or a few of these action areas keeping in view the priority concerns of respective country contexts.

Secondly, the projects to be proposed shall be so conceived that the actions would be taken in critically important aspects of programme development, training, research and evaluation and will come in as support for streamlining, expansion and dissemination of ongoing national endeavours in the area of universal primary education of girls and disadvantaged children. Further, the various project thrusts shall be so conceptualized and designed that the project actions can be dovetailed without much difficulty into ongoing national programmes. Also, the pilot projects are intended to function as growth points which implies that the pilot project innovative actions infect and inspire prevailing practices over a wider area and eventually get hooked on to ongoing national actions. It is the intention that the projects function as fountainheads of innovative ideas and actions that inspire and encourage new national initiatives and strengthen national programmes being conceived or already on the way. This would imply that every effort be made at every stage right from planning to evaluation to eventually institutionalize successful project actions at the appropriate levels in the mainstream educational programmes. Some of the requirements to be fulfilled to enable this to happen may be:

- gradual extension of project coverage;

- trying out of selected project actions on similar target groups by existing institutions;

- enactment of legislation in respect of certain project actions;

- comparison of effectiveness of project actions with that of interventions already being tried out;

- comparison of project achievements with national norms;

- plans and proposals of national governments to assume the responsibility for meeting the running costs of pilot activities;

- long term administrative/organizational arrangements to sustain project experiences; and

- involvement of personnel involved in macro level educational reform actions in decision making bodies of the project.

Substantive Concerns of the Project

The overall objective of the pilot projects is to enhance access of girls and disadvantaged population groups living in rural and remote areas to primary education - to ensure their effective participation in and completion of the primary cycle of schooling through the formal and/or non-formal mode and to increase their learning acquisition levels in the different areas of primary school curriculum.

Substantive project actions for the pilot projects derive from the above stated objectives and may comprise actions related to:

- early upbringing and pre-school education;

- enhancing access to schooling facilities both formal and non-formal;

- design of target group specific curriculum materials;

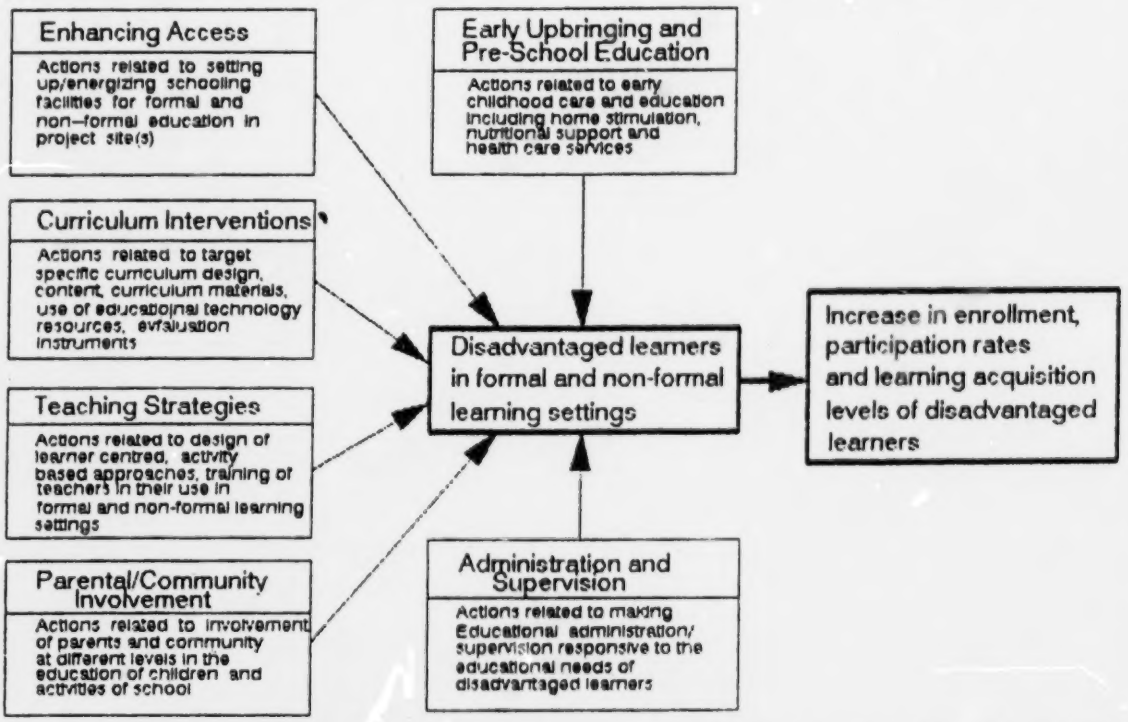
- training of teachers; and

- parental and community involvement.

A diagrammatic representation of these actions is given below:

Keeping in view the concept of pilot project already explained projects to be proposed may concentrate their actions on a few or as many of these as feasible and appropriate for their specific country contexts. Guidelines pertaining to curriculum interventions, teacher training and community and parental involvement which the group discussed at length are given below:

Action Strategies for Educational Development of Disadvantaged Population Groups


Enhancing Access
Actions related to setting up/energizing schooling facilities for formal and non–formal education in project site(s)
Early Upbringing and Pre-School Education
Actions related to early childhood care and education including home stimulation, nutritional support and health care services
Curriculum Interventions
Actions related to target specific curriculum design, content, curriculum materials, use of educational technology resources, evaluation instruments
Disadvantaged learners in formal and non-formal learning settings
Increase in enrollment, participation rates and learning acquisition levels of disadvantaged learners
Teaching Strategies
Actions related to design of learner centred, activity based approaches, training of teachers in their use in formal and non-formal learning settings
Parental/Community Involvement
Actions related to involvement of parents and community at different levels in the education of children and activities of school
Administration and Supervision
Actions related to making Educational administration/ supervision responsive to the educational needs of disadvantaged learners

Note: Pilot project(s) to be proposed may concentrate their actions on all or a few of the above clusters keeping in view the country context, nature and size of the target groups, project duration and such other pertinent factors

Curriculum Interventions

In all the participating countries, designing of curricula that is relevant to the real life needs and interests of the disadvantaged learners so that the learners see the point and purpose of education is a major on going activity. The national efforts in this direction are guided by such considerations as making primary school curriculum less academic and more integrative, organizing curriculum around and integrating the learning process with productive work and real life problems, and removing the gender bias against women as reflected in the projection of negative, dependent and passive images of women in the curriculum. Pilot projects to be proposed with focus on this area may conceive of innovative and creative actions to lend further support to the ongoing national activities. In particular, the projects to be proposed may consider exploring challenging action areas like the following:

- Alongside efforts to overcome the 'deficits' of disadvantaged children vis a vis demands of school learning (through compensatory education programmes) efforts to identify 'strengths' and 'advantaged' possessed by disadvantaged learners and incorporate them in the curriculum both in its content and mode of transaction.

- Based on indepth field study of target population, designing curriculum that is responsive to the life needs, cultural values, learning pace and style, oral traditions of transmission of folkways and mores, absence of academic learning tradition, lack of achievement motivation etc. that are characteristic of the target group.

- Organizing curriculum around activity/activities which sustain the group life and around which the economic, social, cultural life of the group revolves. Such activities could be occupations like sheep rearing, collecting animal and forest produce or crafts like weaving, basket making etc.

- Identifying the educational potential (for developing the basic skills of literacy, communication and numeracy, productivity skills and awareness and understanding of oneself and the world around) of traditional knowledge and institutions of remote population groups manifested in their traditions customs, folklore, festivals, ritual, songs, stories, symbols, communication and counting ways etc. and building a curriculum on them.

- Designing gender sensitive curriculum materials to overcome negative attitudes towards the education of girls and negative perception of women's role.

- Identification of special abilities, work skills, other traits and characteristics of target group learners that are conducive for and can be exploited for promoting learning, both academic and practical, and incorporating them in the content of the curriculum and its mode of delivery.

- Designing curriculum materials like textbooks and teachers guides avoiding highly structured formal presentation and using informal, direct language as would suit the linguistic and cultural environment of the disadvantaged children to reduce the cultural distance between the home and the school and to overcome the home language - school language distance syndrome.

Training of Teachers

Designing suitable teaching learning strategies and training the teachers in their effective implementation is a criticality significant area in any programme of educational reform and accordingly this aspect has been accorded great importance in the UPE programmes in all the participating countries. Countries are looking for new kinds of programmes of teacher training to equip teachers with specific competencies and skills needed to deal with the learning problems of girls and educationally disadvantaged children. Pilot projects to be proposed may lend further support to these national initiatives and try out new ideas and actions in the area of teacher training based upon indepth understanding of the problems of the target population groups and incorporating new insights and understandings. Some of the possible areas of action for pilot projects in this sphere may be:

1. Designing teacher training packages with the focus on skills and competencies needed to deal with the special learning difficulties of disadvantaged children in remote areas especially difficulties associated with the divergence of home language from the standard language used in the school.

2. Designing teacher training packages with the focus on skills and competencies related to planning and designing of activity based and participatory approaches to learning.

3. Designing teacher training packages with the focus on overcoming negative attitude of teachers with respect to life and learning styles of disadvantaged learners.

4. Designing teacher training programme with a thrust on understanding the special learning needs of girls and overcoming negative attitudes and prejudices towards different aspects of girls education.

5. Designing target specific on-the-spot, on-the-job, short duration, internship type teacher training programme packages to overcome the weaknesses of one-shot, long duration generalized training programmes.

6. Training teachers in the use of learning resources of various kinds available in the community including resources of modern educational technology.

7. Training teachers in the designing and use of evaluation tools for the comprehensive evaluation of learners achievement.

Parental and Community Involvement

The necessity of backup support of the home and the school to the educational efforts of the school especially in relation to primary education of first generation learners and girls is generally recognized in educational actions planned for UPE in the participating countries. Parental attitudes towards schooling, the encouragement they give to children in their educational progress, the support they give for carrying out school tasks positively influence children learning achievement. All these acquire greater significance where there is no tradition of formal school learning and where prevailing norms of gender behaviour militate against girls participation in education. Pilot projects to be proposed may consider the different ways in which the parents and the community can be involved as partners with the school in the educational development of girls and disadvantaged children. Some of the areas of work where pilot actions can be conceived may be:

1. Evolving different levels of parental and community involvement built on a sympathetic understanding of the cultural orientation and traditions of target group populations and in particular their views or learning, schooling, teachers, role of girls, girls education and so on.

2. Ways of informing and educating parents and community about the objectives, need, nature and process of primary education and the functioning of its delivery system both formal and non-formal (Advocacy programmes)

3. Identifying the different levels at which parents and the community could be involved in the co-operative management of primary schooling, the purposes of such involvement and the designing of mechanisms and strategies needed for participation of parents and community in school affairs.

Monitoring, Review and Evaluation

In the case of innovative pilot projects dealing with the problem area of promoting first level education of girls and disadvantaged children living in rural, remote areas, monitoring, periodic review and evaluation of project activities acquires great significance. Pilot projects to be proposed may keep in view particularly the following points in relation to monitoring and evaluation:

1. A suitable implementation and monitoring system indicating clearly the role of different functionaries may be suggested for carrying out the various tasks of the project and overseeing its implementation. While doing this the following aspects may be kept in view:

   - the very special nature of the target group;

   - logistics involved in reaching out to the remote population groups;

- the nature of innovative actions contemplated in the project; and

- administrative structures already in existence for implementing educational policies and programmes.

2. Keeping in view the qualitative changes which project actions are designed to bring about, a variety of review, evaluation devices may be suggested. To wit, participant observation, visits and on-the-spot study apart from the usual reports etc. may yield invaluable first hand information and new insights. Review, evaluation, impact assessment may be attempted with respect to each action component (curriculum, teacher training etc.) as also the whole package of project actions.

3. Considering the nature of the project problem functional co-ordination among the various agencies involved in the UPE of girls and disadvantaged children in rural areas should be ensured. These agencies may be governmental functionaries, NGO's and/or community leaders.

Co-operative Features of the Projects

The formulation of country specific pilot projects to promote primary education of girls and disadvantaged population groups in remote areas and their implementation is a co-operative activity. All the participating countries commonly share the concern of universalizing primary education especially for girls and disadvantaged population groups although the intensity of the problem and the specific areas in which it is felt, the nature of the disadvantaged population groups and their characteristics and the range and kind of actions initiated already in policies, programmes and strategies differ from country to country. This common concern constitutes the unifying bond for the pilot projects proposed by the participating countries. Project formulation and implementation accordingly is expected to incorporate several 'co-operative' features like:

- Co-operative development and adoption of a common framework of broad, well articulated guidelines for the formulation of country specific pilot projects at the Planning Meeting. The guidelines reflect both the communality of understandings and perceptions and also provide sufficient flexibility to accommodate country specific contexts and situations.

- Periodic exchange of experiences at different stages of project implementation and co-ordination of project activities involving concerned project functionaries in the participating countries.

- Co-operative sharing of knowledge and expertise among participating countries in different areas of project actions like curriculum development, teacher training etc. at different stages of project implementation.

- Co-operative review and evaluation of project experiences with a view to share and profit from experiences of participating countries.

CHAPTER FIVE

COUNTRY SPECIFIC PROPOSALS FOR INNOVATIVE PILOT PROJECTS

Drawing upon the co-operative framework of guidelines developed by the participating countries, each country participant(s) prepared proposals for innovative pilot projects in the area of primary education of girls and disadvantaged population groups in remote areas. These proposals are formulated based on the current situation of primary education in the respective countries, in-depth analysis of causes and factors accounting for non participation of disadvantaged children in primary education, understanding of the nature and scope of ongoing national projects and programmes and the critical concerns identified by the participants in the promotion of primary education especially for girls and disadvantaged children. Accordingly the proposals prepared by the participants reveal differences in the kind of project actions contemplated, their range and scope and their thrust areas. The proposals are presented below.

BANGLADESH

1. Context and rationale

Bangladesh has, in spite of concerted governmental efforts, a very low literacy rate (23.8% - 1981) and a lower female literacy rate (16%). The rural-urban difference is marked. Though the total enrolment has improved over the past years to about 74% and that of girls to 68% the drop-out rate of about 65% nullifies all the commendable efforts. There are about 4 m. children in the 6-10 age groups who are out of school and the total illiterates in the 5-14 age group is about 22.5 m. of whom about 48% are girls. A great majority of these illiterates are girls and live in the rural areas. The situation is further expected to be compounded by the still high birth rate of about 2.3% as a result of which about 1.8 m. children are expected to be added to the 5-9 age cohort by the year 2000 of whom at least 5 m. will be girls.

For the past decade Bangladesh through the five year plans, has committed itself to the objective of achieving UPE. But resource constraints and other administrative factors, including the inability to sufficiently enthuse and involve the community, has made this objective as elusive as ever before. Till today the stress has been more on achieving the "quality" aspect of programmes such as expanding educational facilities through instruction and repair of buildings. But even here the local community felt left out of the decision making process either initially or at supervisory stages. Recently an attempt has been made to involve the local Upzilla councils in the selection and construction of schools but still the headmasters, members of the PTA and other elites feel left out. They can serve as a powerful medium exercising supervisory control or at least as a source of information on the quality of work done. Besides, as the construction work is being done by the Facility Department and Upzilla Parishads over which the local education department officials have no control it is necessary to create an institution at the Upzilla level where such issues can be discussed and whose views can be given credence both at the local and national level.

Besides improving access to education through increasing and improving existing facilities, the Government has also embarked on plans to increase the educational coverage through (a) compulsory primary education; (b) experimental NFEP including NFEP and Mass education; (c) NGO subvention programme; (d) experimental satellite and school attractiveness programme through formation of a 2-room school in about 10-15 Upzillas (out of 460); and (e) curriculum and syllabus development.

The effort of the Government to bring into the educational stream all the 4m. children through the above mentioned programmes can succeed only with the active support of community at the grassroots level or rural based institutional support both governmental and public. It is felt that this link is rather weak at present for which reason crash programme like supply of uniform to primary children or non-formal education schemes did not achieve the desired level of success and had to be modified or scrapped.

With the realization that NGO activities are needed to supplement Government's efforts to achieve UPE as well as the desire to adopt NFEP or NFPE as an important tool for spreading literacy the need is felt to create a small infrastru ure at the central and district level to oversee, implement and monitor all such programmes. Presently officials of the education directorates deal mainly with formal programmes and the non-formal aspect remains neglected. The proposed set up will interact with Upzilla education officials as well as local level co-ordination bodies. Even if they are not based within the DOE, the proposed officials will use the framework of the department for implementation of the programme.

The local committees suggested besides forging a common link between the Government and the people garnering support for programmes will also (a) discuss educational programmes and evaluate ongoing schemes (b) evaluate schools in the area and report malfunctioning where necessary (c) support ongoing CPE, NFEP, Satellite and school attractiveness programme, construction programme etc. (d) suggest setting up of new schools after identifying unschooled areas (e) activate PTA.

The institutional and community support envisaged can only be forthcoming if the views of the community particularly at the grassroots level is assimilated into the implementation process. Their support will be genuine and effective if they are made to feel a part of the set up.

2. Project Problem

The project is focused on the problem of overcoming impediments in the way of primary education of girls and disadvantaged children in remote areas and increasing female literacy. This is a major objective of most of the ongoing programmes such as NEPE and Satellite School Programme and the proposed project operates within the overall context of these other major programmes.

The project deals with the problem of involvement of the local community and enlisting their support in the efforts of the government to universalize primary education. Governmental efforts have not made much headway in view of the lack of involvement of the community in the implementation of the various programmes. Involvement of NGOs and parents

and community in the educational efforts of the government calls for efforts to motivate the community, community education and training and setting up of suitable institutions at various levels to coordinate the activities. The project addresses itself to these problems.

3. Project Scope

The present proposal has been drawn up keeping in view (a) resource constraints and limiting expenditure to the minimum; (b) the need for interventions to achieve objectives of ongoing projects; (c) the ability of the Government to assimilate the project in the regular programme after the expiry of the project period (The NFEP, CPE, and GEP will provide the basis for such assimilation).

A satellite school programme and NFPE programme has been proposed in addition to strengthening community support and the co-ordination system. The purpose is to make the two districts in which the present pilot project will be undertaken as distinct as possible to enable comparison with other areas where such schemes exist without much institutional support and with areas where no such schemes exist. The pilot project is aimed to ensure realization of the adopted goals of reducing dropouts and increasing literacy coverage for which there are existing schemes such as (a) CPE (b) NFEP and NGO subvention programme (c) satellite school programme and school attractiveness programme and (d) training, curriculum developed etc.

The project operates within the context of the ongoing NFPE and Satellite Schools Project. The project will be implemented in two districts to be selected. In case of shortage of funds the scheme may be adjusted by adjusting NFPE programme or satellite programme with ongoing projects or limiting the project to one district only.

4. Project Objective

Overall objective:

To promote universal primary education of girls and children from disadvantaged groups in remote areas through strengthening the existing co-ordinational system and actively involving community leaders in the implementation of ongoing NFEP and Satellite Schools programmes.

Specific Objectives:

1. To increase literacy coverage to 40,000 (5-14 age group) particularly that of girls through implementing NFPE in the two districts selected for the project.

2. To initiate satellite school programme, particularly for girls to cover about 2,800 students per year in each district.

3. To create an administrative structure for NFPE or NFEP.

4. To provide a forum representing the cross section of the society at the ward, union, upzilla level for discussion of issues pertaining to education and educational programmes and to act as a conduit to garner public support.

5. To arrange regular workshops, discussion sessions, training programmes for community leaders, religious leaders, parents, officials and locally elected representatives.

5. Project action areas, activities and outcomes

The various project action areas, activities and outcomes are given below. The proposed pilot project includes NFPE and Satellite Schools Project action components in addition to its own special component of actions.

Action Area 1: NFPE related actions

Activities	Outcomes
1. Select 2 districts 2. Conduct initial survey to identify 40,000 children from each district 3. Solicit and ensure support of community for the project 4. Select sites for teaching centres 5. Form managing committees of learning centres 6. Select teacher 7. Hold regular review meetings with all concerned 8. Select and appoint staff of proposed set up.	Provides basic education to 40,000 children in 5-14 age groups

Action Area 2: Satellite Schools related actions

Activities	Outcomes
1. Discuss scheme with upzilla, union and community leaders 2. Select 2 sites in each upzilla of the selected districts keeping in view the concept of mother school 3. Appoint teacher 4. Form managing committees 5. Involve Government teachers to act as supervisor	Provides basic education (class 1-11) for 2,800 children in each district. Success will prompt setting up schools elsewhere

Action Area 3: Training programme/workshops/discussion meetings for community leaders, religions, leaders, parents

Activities	Outcomes
1. Selection of personnel for participation in the workshops 2. Review of topics for discussion in the meetings/workshops 3. Identification of resource persons	1. Dissemination of ideas 2. Brings about attitudinal change 3. Secures support for programmes

Action Area 4: Training programme/workshops/co-ordination meeting for Government officers and locally elected representatives

Activities	Outcomes
1. Training programmes and workshops	1. Better co-ordination
2. Co-ordination Meeting	2. Awareness of progress of implementation
3. Follow-up sessions	

Action Area 5: Strengthening co-ordination at the local level

Activities	Outcomes
1. Selection of the members of the various committees	1. Forging unity with community for the implementation of the programme
2. The Upzilla Ward and union committees organize meetings	2. Better co-ordination
3. The DPE will co-ordinate the programme of such meetings. The forum can be used as a medium for enlisting support for Governmental programme	3. Support of the people for educational extension programmes
	4. Medium for dissemination
	5. Feedback on implementation of schemes

Monitoring and evaluation

The DG, DPE may be the DD for the project responsible for the regular monitoring of the project. In case NFPE is made the responsibility of Mass Education Department or some other directorate then the head of that department will be the PD for this part of the project. The steering committee headed by Secretary of Education which is an interministerial body, may be given the responsibility of monitoring the project. The Project Co-ordination Unit will provide the secretarial services.

There will be biannual evaluation, while progress reports will have to be submitted every two months. The formats for the reports will have to be developed and will contain information also on the "quality" aspect of the project. The implementing units will have to make an biannual work plan along with list of activities.

The project will be reviewed annually and there can be mid course revisions and corrections in consultation with the donors.

Resources Required (TK - million)

(i) NFPE

Personnel (at the Central and District Levels)	.29
Contingency (T.A., H.R. etc.)	.12
Teachers Salary, Equipment, Facilities (for 1 district)	6.2

(ii) Satellite school programmes (for 1 district)

Teacher salary equipment etc. .436

Training programme/workshops/discussion meetings for community leaders, religions leaders, parent etc.	Financial
a. Workshop/training/discussion at UP2 H.O. for 50 persons p.m. for 12 months (600 persons, average of 7 UP2 per district)	.21
b. Contingency for UP2 meetings (for the district)	.043
c. Workshop at District H.Q. (600 persons @ 50 per person)	.03
d. Contingency for district including T.A.	.06
	.343

Training programmes/workshops/co-ordinator meetings for Government officials and local Government elected representatives	
a. For 100 persons $ 50 per persons, 3 workshops a year	.105
b. for 150 persons $ 75 per person; 3 workshops a year	.033
c. Workshop or discussion meeting at Dhaka; twice a year @ 75 per person for 150 persons	.023
	.161

Strengthening co-ordination committees at local level (cost calculated for one district)	.2
TOTAL	8.16

Cost for 2 Districts TK 15.91 m or .46 m. US$

WORK PLAN

Activities	1992		1993		1994	
	Jan.-Jun.	Jul.-Dec.	Jan.-Jun.	Jul.-Dec.	Jan.-Jun.	Jul.-Dec.
A. NFPE						
1. Select staff of NFPE	Complete formalities and issue appointment					
2. Select districts	By February					
3. Discuss with local committees and identify students place for teaching and what support community can give	By March					
4. Form managing committees of proposed learning centres	By March		Continue classes	Continue classes	Continue classes	Continue classes
5. Contact NCTB/OPE for books	February					
6. Select instructors						
7. Start classes for students by phases	15,000 by June					
8. Review progress	monthly	monthly				
B. Satellite						
1. Select districts	January					
2. Select upzilla centres in consultation	February					
3. With local community						
4. Form managing committees	January					
5. Identify students (2,880 per district)	February					
6. Select teacher	February					
7. Discuss with local community the support to be extended	January					
8. Procure books etc.	January					

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Activities	1992		1993		1994	
	Jan.-Jun.	Jul.-Dec.	Jan.-Jun.	Jul.-Dec.	Jan.-Jun.	Jul.-Dec.
9. Start classes	March		same students will continue however 2,880 new students will have to be identified for 1994			
10. Review progress	every month					
C. Training programme/workshops for community leaders, parents, etc.						
1. District education officer will select on the suggestion of UEO persons to be invited for the workshops	This has to be done regularly and at least one month in advance					
2. D. Director of each division will select on the suggestion of OEO persons to be invited to the district workshops						
3. Prepare materials for discussion/dissemination in consultation with DPE/NCTB	To be done regularly					
4. DEO/D.D. Division will invite senior officials, educationists for addressing the workshop	To be done regularly					
D. Training: workshops co-ordination meeting for officials and elected representatives						
1. In form all departments the time and place of the meeting, and request them to submit agenda in time (DPE)	To be done on a regular basis and at least one month's notice is to be given to all concerned					
2. Regular follow-up						
E. Strengthening co-ordination committee at local level						
1. DEO will form UPZ lower tier committees	By February					
2. DEO will ensure that regular meetings are held. He will inform all concerned to use this forum to obtain community support	To be done regularly					

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CHINA, People's Republic of

1. Context and Rationale

1.1 The provision of universal primary education (UPE) for girls has been acknowledged as a crucial and demanding task for many Asian developing countries. Since the promulgation of the Compulsory Education Law of the People's Republic of China in 1986, significant progress has been achieved in the universalization of primary education. In 1990, the enrolment rate among school-agers rose to 97.80 per cent, of which the enrolment rates for rural children and girls were 97.4 per cent and 96.31 per cent respectively, a rise of 2.1 per cent and 3.3 per cent as compared with the data in 1985. Universal primary education has been achieved in 76 per cent of the total counties covering 91 per cent of the total population of the nation.

However, there is still a remarkable gap between advanced coastal and urban areas and the vast rural, minority and disadvantaged areas in the provision of primary education, particularly for girls. It was indicated that out of the total 2,484,000 out-of-school children in 1984; 2,146,000 (or 80.4 per cent) were girls. Besides, the repetition and drop-out rates among girls were much higher than boys. Therefore, school-aged girls become the most disadvantaged population group in fulfilling their basic learning needs.

1.2 The girls and disadvantaged rural population groups in the western part of China form the main target for UPE efforts. Due to the noticeable disparity of socio-economic development between the different regions, the provision of primary education in the northwestern part of the country has fallen far behind southeast China, especially as it relates to education for girls. According to the statistics in 1989, the enrolment rate of school-aged girls was below 90 per cent in Tibet, Qinhai (76.76%), Guizhou (77.7%), Ningxia (87.98%) and Gansu (89.23%). It was revealed that the number of out-of-school girls in Qinhai, Guizhou, Ningxia and Gansu composed a quarter of the total.

1.3 Among the disadvantaged provinces, Gansu is typical in many ways. The unfavourable natural and economic conditions, with infertile land sparsely populated with various ethnic groups, present a difficult context for the development of education. The enrolment rate among school-aged children has been below the national average. Most of the out-of-school girls are from the remote poverty and minority rates. In 1989, the enrolment rate in the twenty minority countries of the province was 82.79 per cent and 71.1 per cent for girls only. Besides, five out of the twenty minority countries have the girls' enrolment rate below 60 per cent.

In conclusion, the focus of UPE should be directed to the disadvantaged rural areas and the priority target groups are girls and children in poverty and minority areas. Otherwise,

UPE may not be achieved for all children by the end of this century, which in return, will seriously hinder the socio-economic development of the nation.

2. Project Problems

The inadequate state of primary education for girls and disadvantaged groups has resulted from various factors. These may be categorized as external and internal factors.

2.1 The low productivity and economic poverty restrain the education provision for girls in those areas where agriculture is predominant but without efficient facilities. In view of labour intensive nature of agricultural activity, girls may lose their opportunity for schooling as their parents want them to help with house-affairs or field work. Many families simply cannot afford to support girls to complete primary education. It was identified in 1989 that 42 per cent of the dropout in Gansu was caused by economic constraints.

The feudal and traditional belief in the inferiority of women is still influential particularly in rural areas, and parents prefer to send their boys to school first. Besides, some religious propositions and traditional customs also restrict girls from schooling. For example, in Hui community children get engaged at school-age and are separated from each other until the wedding. Those girls who are so engaged dropout of school. In Zhangjiachuan Hui Autonomous County the female illiteracy rate is still as high as 90.25 per cent. Studies have strongly suggested that poverty and inappropriate values have been the major constraints for girls to participate in and benefit from primary education.

2.2 In addition to the above-mentioned external factors, the current education provision also presents difficulties for girls. The objectives curriculum contents and teaching methods for rural schools, lack specificity to the distinct real life needs of rural girls. They are more oriented toward academic goals (preparing children for higher levels of schooling) rather than the specific needs of girls, the community production and family life. Those pupils who fail in studies have no opportunity to continue their further study or to seek employment. They have to revert back to work in the fields. As a result, they will have little motivation for learning. Besides, the inadequate school facilities, poor qualification of teachers, lack of female teachers are also recognized as contributing to the failure of girls to participate in primary education.

3. Project Objectives

3.1 Overall objective:

To achieve the target of UPE among all school-aged girls and disadvantaged population groups through changing the out-dated

values and beliefs and improving the educational environment of schooling in disadvantaged areas.

3.2 Specific objectives:

- To change the traditional and misoriented beliefs about education and to promote the view that education should serve for the development of the community;

- To realize the potential role of rural school as a community development centre to obtain the community support for education.

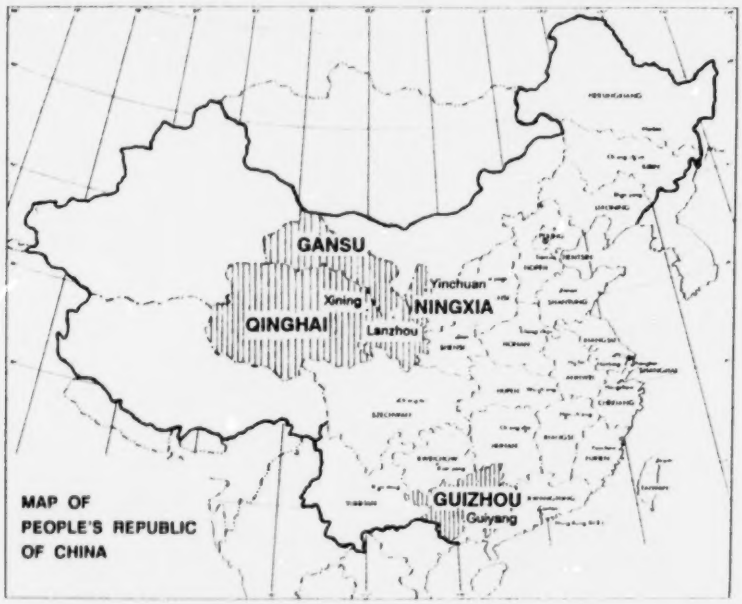
- To create a favourable environment conducive for effective participation and learning achievement of girls and other disadvantaged children in primary education;

- To explore and accumulate new and useful experiences for the promotion of primary education for girls and disadvantaged population groups in China.

4. Project Scope

The pilot project will first be initiated in 15 primary school in the 3 countries of Xiahe (Tibans), Guanghe (Hui) and Tongwei (Han) where girls and disadvantaged population groups are confronted with poverty and traditional constraints. The pilot project is designed to accumulate practical experiences.

The expansion of the project will involve 20 counties in Gansu in 1993 and Guizhou, Ningxia and Qinghai in 1994. The location of the project is indicated in the following map.



25% of the primary school-age girls are in the four provinces of Gansu, Qinghai, Ningxia and Guizhou.

5. Project Actions

	Activities	Outcomes
5.1	Mobilization of parent and community.	Influential personalities (local officials, religious leaders and representative parents) form a support committee to make sure that all girls and disadvantaged children participate in primary education either through formal or non-formal means (such as establishments of private schools, girls' classes). Parental schools operate to disseminate information and knowledge on government policies, scientific knowledge and skills and practical methods for family education.
5.2	Training of educational personnel.	Extensive training is acquired by people involved in the project such as village leaders, educational officials and researchers at county level, headmasters and teachers. Advocacy materials and teachers' handbooks are developed with particular reference to the needs of girls and disadvantaged children for the training of teacher in key areas for intensive work with disadvantaged children.
5.3	Development of supplementary learning materials focused on productive skills	Learning materials to combine literacy skills with vocational/life skills such as weaving/knitting, embroidery, to motivate girls for active learning are produced.
5.4	Preschool intervention	Village child care centres or preschool classes are set up to transit preschool girls to formal schooling and, in many cases, to free those girls who have to look after their younger brother/sister.

6. Monitoring and Evaluation

6.1 A national co-ordination committee will be formed by the executive of Gansu, Guizhou, Ningxia and Qinghai.

6.2 A project committee will be formed comprising educational officials responsible for primary education, minority education, teacher training and educational research. The directors of educational administration at provincial, and prefectural levels will supervise the project and ensure the allocation of necessary resources for the project.

6.3 At county level, the project committee will involve not only educational administrators but also local officials.

6.4 At the grassroots' level, the school headmasters are put in charge of the project implementation.

6.5 Evaluation will also be a shared responsibility. It will be done twice a year at township level and once a year at county level. The provincial committee will organize a mid-term and final evaluation during the project implementation. The monitoring and supervision will be undertaken as a facilitative mechanism.

6.6 Efforts will be made to involve professional institutions and researchers throughout the country through exchange of information, workshops/seminars. The outcomes and experience will be disseminated to the provinces with similar background as Gansu.

6.7 The outcomes of the project will be disseminated to other provinces and member countries through co-operative research, workshops and exchange of information.

7. Resources Required

7.1 The funds will be made available with additional allocation at difference levels of administration and contributions will be collected in the community. UNESCO would be requested to supply possible funds for some major activities.

7.2 Estimated expenditure:

- Improvement of school facilities	Yuan 150,000
- development of learning materials, teachers' handbook and reference materials	Yuan 80,000
- conduct of applied research, evaluation and co-operative activities	Yuan 70,000
- supply of necessary equipment for training	Yuan 80,000
- training of project personnel	Yuan 70,000

Total = Yuan 450,000 (US$ 85,000)

8. Work Plan

Activities	1991	1992	1993	1994
1. Planning meeting/orientation workshop	*			
2. Survey and case studies		March		April
3. Development of advocacy and learning materials, teachers' handbooks		* -		
4. Training of township leaders, headmasters		April		
5. Establishment of education board at township level		May		
6. Establishment of parental schools		May		
7. A mobile training term to collect first hand data on girls' education			*March	
8. Training workshops for teachers		July (prov.)	March (county)	
9. Conferences on pedagogic exchanges and sharing			July (prov.)	July (prov.)
10. Mid-term evaluation/review, and expansion of project to 100 schools			December	
11. Final Evaluation/National Seminar on the outcomes and impact of the project and further expansion of the project in Gansu, Guizhou, Ningxia and Qinghai				October

Note: *indicate activities in need of UNESCO financial assistance.

9. Responsible Institute

Education Commission of Gansu Province

Project Director: Ma Peifang

INDIA

Background and Rationale

India is committed to providing free and compulsory education to all children upto the age of fourteen under the Constitution. Accordingly a major national programme of Universal Elementary Education (UEE) to provide 5 years of primary schooling for the age group 6-11 years and 3 years of

upper primary schooling for children age 11-14 years was launched in 1950. The present national concern is to ensure (a) at least five years of primary education or its equivalent for children below fourteen in order to help them attain permanent literacy and adequate life skills and (b) to reduce illiteracy levels of those in the age group 15-35 years.

Analysis of the current situation points to the need to focus attention on rural girls and children living in remote areas for achieving UPE. Rural urban divide is prominent in provision of not only educational but also of other basic developmental infrastructure and services like health, water, sanitation, roads, telecommunications etc. The intra rural divide is equally large between larger villages and habitations and small, scattered rural groups living in remote and inaccessible areas. Twenty per cent (117 m.) of rural populations are without a primary school. Rural girls, and, among them those belonging to scheduled caster, tribal and certain minority groups are the most disadvantaged. While male female gaps tend to close in urban areas, they continue to widen in the rural areas. In India, the problem is one of removing spatial disparities in education as between different regions, between rural and urban areas and within rural areas with accent on gender sensitive educational planning and gender inclusive curriculum and teacher education. The need is to move from enrolment to retention and achievement and from gross to net enrolment.

Current Education Status of Rural Girls at Primary Level

(i) Enrolment in millions

		Girls as Percentage of Total
Rural	25.98	40
Urban	0.08	45

(ii) Gross Enrolment Ratio (Classes I-V)

	Girls	Boys
Rural	74	106
Urban	88	100

(iii) Age Specific Enrolment Ratio (6-11 years)

	Girls	Boys
Rural	61	87
Urban	76	83

(iv) Percentage of Women Teachers

Rural	Urban
21%	57%

Growth of primary education in India did not keep pace with population growth. Primary education, for instance grew at 1.6% annually compared to population growth of 2.11% during 1965-86. Also, upper primary education grew faster at 6.5% compared to 2.6% growth in primary schools during 1950-88.

And, high female literacy states/districts have registered high sex ratio, low birth rates, low infant and child mortality rates and higher child survival. There is a remarkable decline in fertility rates with five years of education, and, a clear inverse relationship is noticed between fertility and educational levels of female populations. UPE is the much needed pill for controlling the explosive situation on the population front. The present 844 million is likely to grow to a billion by the end of the present decade.

National policies recognize that universal primary education will have a positive impact on all human development indicators. What is needed today is a three dimensional intervention, i.e. quantitative expansion to cover areas not covered so far; qualitative improvement in infrastructure, teacher education and sensitive curriculum development; and mobilization of the community in order to create a demand for education especially amongst women and disadvantaged communities.

The National Policy on Education (1986) recognized the need to reach out to educationally backward regions and disadvantaged communities like the scheduled castes and tribes and those living in remote areas. It stressed on education to be used as a tool for the empowerment of women. In pursuance of the NPE (1986), various projects have been planned and launched, on an experimental pilot basis like Shiksha Karmi (Rajasthan, 1987) and Mahila Samakhya (Uttar Pradesh, Karnataka, Gujarat, 1989) and Andhra Pradesh Primary Education Project. Lately, comprehensive area intensive projects are being planned in educationally backward states like Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and South Orissa. Resources are being harnessed from different sources to give the much needed boost.

Project Problem:

The starting point of all these projects is to understand the constraints that have kept girls and children from disadvantaged communities outside the education process. While there is commitment and understanding of the problems and constraints among policy makers and educationists at the national and state level, there is still a lack of understanding and sensitivity (especially to gender issues) among implementors at all levels. Policy statements and broad guidelines are thus not translated into concrete action at the implementation stage. This is partly due to lack of exposure to new ideas and skills to translate broad guidelines into specific action. It has been widely recognized that with systematic orientation, sensitization and training, the educational administration and teacher training institutions will be able to overcome this barrier.

With these comprehensive area intensive EFA projects on the horizon, India is at a juncture when a focused effort towards sensitization and

orientation will make a significant difference. These projects are committed to:

(i) Universal access, participation and achievement.

(ii) Education for women's equality.

(iii) Education for social transformation.

(iv) Education for the disadvantaged groups of population especially those in rural and remote areas.

In pursuance to this commitment, special efforts are being made in extending primary education to girls and disadvantaged groups. Removing adequate data base for policy interventions, sensitization and training of educational personnel on problems of rural children, especially girls and other disadvantaged groups have received attention. Given the enormity of the task, a lot more needs to be done before any significant impact is felt.

Project Objectives:

The present project is aimed at sensitizing, orienting and training educational administrators, teacher educators, key opinion leaders among teachers and project personnel in selected districts in an integrated manner. An integrated programme will not only sensitize key actors at the state and district level, but will also help bond them into a group with a shared vision. This in essence is the broad objective of this pilot project; and this concept of integrated training marks a significant departure from conventional training strategies.

Complementing such training with educational material bringing out the regional nuances - especially on the status of women and its impact on education; problem of specific population groups and issues relating to remote areas - will give the above mentioned key actors material to work with and translate them into concrete action at the grassroots level. The project seeks to generate such educational material both to be used as major training input and also for wider dissemination outside the project areas.

Action Areas and Expected Outcomes:

The project has identified the following action and expected outcomes.

(i) Conducting area specific studies and preparing material targeted to specific groups and areas.

India is a country of wide diversities. While broad issues may be common to the entire South Asian region, each area has its specific strengths and its own problems. For example, the status of women may be better in tribal groups but may be the key constraints among certain castes, regions and minority communities. Once a group of districts has been chosen, preparatory work needs to be done before any meaningful intervention is planned. This would involve the following steps:

(a) Choosing the district, conducting field visits and initiating research.

(b) Preparing materials to be used in the workshops and for use in the area.

(c) Identification of persons to be invited to participate in the workshops.

(ii) Organizing intensive 10 days workshops with selected persons from two or three districts. These workshops are expected to enhance their ability to translate their understanding into concrete action in their respective spheres of work. They will also help create a cohesive group in each district with a shared vision.

(iii) Periodic field visits to work with this core group in three day workshops in the district. This forum in expected to facilitate monitoring the impact and provide a feedback in order to introduce mid-course corrections in the project.

(iv) Wider dissemination of education material in the neighbouring areas through network of teacher education institutions like District Institution of Education and Training (DIET) and State Council for Educational Research and Training (SCERTS) and District Research Units for Adult and Non-formal Education (DRUs for AE and NFE).

Monitoring and Concurrent Evaluation:

Periodic field visits especially in the districts through the three day workshops will be the main forum for internal monitoring. Here, in addition to the project staff, persons from sister organizations and projects will be invited to participate. (see point (iii) above).

A panel of two Indian experts will be invited annually to interact with a reasonable proportion of trainees to assess impact. At the end of the first year a review will be done and the activities of year-II planned.

Persons involved in similar projects in the neighbouring countries are welcome to participate in project workshops.

Resources:

The project will be implemented by the Department of Women's Studies, National Council for Educational Research and Training (NCERT), New Delhi. Appropriate personnel will be hired on short term basis for specific inputs like material production, research, training, impact assessment etc.

Resources required

	Financial	In Indian Rupees 1 YEARS	II & III YEAR
(a)	Research, development and dissemination of educational material	800,000.00	800,000.00
(b)	10 day workshop x 4 (1 year) (II year & III year - 6 workshops)	250,000.00	350,000.00
(c)	3 day workshops for feedback and impact assessment in the Districts (1 year = 12, II & III Year = 16)	250,000.00	350,000.00
(d)	Contingencies, office expenses and secretariat assistance	100,000.00	100,000.00
(e)	Non-Recurring Expenditure on Equipment (PC/XT, Photo copy etc.)	200,000.00	nil
	TOTAL	1,600,000.00	1,600,000.00 x 2
			3,200,000.00

US$ - per annum = 64,000

CALENDAR OF ACTIVITIES - 1 year
(Months)

Activities	1	2	3	4	5	6	7	8	9	10	11	12
(I) Preparatory work												
i) Field visit & selection of project district	----------											
ii) Materials Production Research & Development	----------											
iii) Meeting with GOI and NCERT to plan schedule		------										
(II) 10 day workshop (4)									----------			
(III) 3 day workshops		----------									----------	
		Preparatory									Feedback	

NEPAL

1. Context and Rationale

Prior to 1950, only a very small minority of Nepal's population had access to education. Efforts over the past forty years, particularly since the early 1970s have resulted in great progress. A network of schools exists now within the reach of almost every village.

The decade of the 1990s promises to be of great significance and challenge in the history of Nepal's basic and primary education. The recent political changes in the country have increased both enthusiasm and concern for basic education services. Attention has been drawn to the urgent need for qualitative improvement at all levels of the educational sector.

Nepal's general educational policies are in line with the resolutions passed by the Jomtien WCEFA Conference. His Majesty's Government being increasingly aware of the weaknesses of the present system, has constituted a National Education Commission to formulate appropriate policies in response to the changed situation in Nepal. The Ministry of Education and Culture (MOEC) has also commissioned a team of national experts to develop a master plan for basic and primary education.

Nepal is a mountainous country. More than 92% of its population live in rural and remote parts of the country. Women constitute nearly 50% of the total population. Women's social status is very low due to various socio-economic and cultural factors.

In spite of considerable efforts made for universalizing primary education, still nearly 35% school age children are out of school of which 65% are girls and children of disadvantaged groups in rural areas. Of those who are enrolled, about 70% dropout without completing primary education. Drop-out and non-participation among girls and disadvantaged groups in rural areas are still higher than boys and in comparison with urban population. The current status of education is revealed from the following statistics.

Literacy	Total 36%		Urban 63%		Rural 35%	
	Male	Female	Male	Female	Male	Female
	54%	18%	78%	48%	50%	16%

Primary school enrolment:

	Total 101%		Urban 9.66%		Rural 91.33%	
	Boys	Girls	Boys	Girls	Boys	Girls
	66.35%	34.64%	57.84%	43.15%	66.15%	33.84%

Gross enrolment in primary school:

Total	Boys	Girls
101%	126%	73%

Note: Primary school gross enrolment ratios shown in columns 1 and 2 exceed 100% because available statistics include underage and overage children and do not take into account incidence of failure and grade repetition.

An assessment of the problems and issues relating to low participation of girls and disadvantaged group's reveal the following factors:

- Social, cultural and traditional restrictions that are imposed on girls and women and the generally.
- Very low status of girls and women in the society.
- Child labour especially among girls and absence of support services to free the girls child from household chores.
- Rural parents do not appreciate the need of basic education for their children and especially for girls.
- Rural and traditional parents do not favour co-education and intermixing of boys and girls.
- Lack of attractive, relevant and interesting educational programmes designed to meet the educational needs of girls and disadvantaged groups in rural areas.
- School timings and schedules and distance of the school discourages parents from sending their girls to school.
- Shortage of women teachers lack of appropriate training facilities and lack of sensitivity among teachers.
- Lack of mass or community involvement and support.

2. Project Problem

The formal schooling programme alone cannot be relied upon in achieving UPE in Nepal in the near future. To be realistic, alternative and innovative non-conventional primary education programmes must be launched and popularized. The Government has launched on a limited scale non-formal primary education programmes, specially for out of school girls and children of disadvantaged groups, such as the Chelibeti Programme.

Initially Chelibeti programme was started as a pilot project as part of the Seti Project to promote primary education through formal and non-formal modes. The project has developed and tried out with satisfactory results non-formal education programmes for meeting the specific educational needs of primary school age children in rural and remote areas.

The main thrust of Chelibeti programme is to make education available to those girls who are not able to attend formal primary school for various reasons and eventually to motivate them to join the formal schools. The programme holds out great promise of contributing to

improving enrolment and learning achievement of girls and disadvantaged children.

Currently, however, the Chelibeti programme is being conducted on an ad hoc basis. So far no grassroots based institutional mechanism has been developed to provide the necessary technical and professional support. The programme thus requires to be reinforced and streamlined with adequate support for technical and professional backstopping in order to promote effective development of non-formal primary education programmes for out-of-school children. The present project is proposed to provide such a back-up support and eventually contribute towards making "non-formal primary education programme" a major national programme for out-of-school children, specially out-of-school girls and rural disadvantaged groups between ages 8-14. It is proposed initially, as a grassroots level innovative pilot scheme, for the development, training and testing of non-formal primary education programmes, materials, methods and teaching strategies.

This project envisages setting up of a number of lead centres on an experimental basis to develop curricula and learning materials, and carry out training and field research. Initially, it is proposed to develop three lead centres attached to existing primary and secondary schools, through which a network of non-formal education classes/groups will be operated and disseminated.

The function of the lead centres will be:

i) to develop local specific and need based curriculum and instructional materials and primary appropriate for non-formal primary education

ii) to design and organize training for educational personnel including teachers and non-formal education workers for conducting such programmes

iii) to promote grassroots based monitoring and supervision system

iv) to launch programmes for parental and community education and involvement

v) to initiate, support and supervise 20-50 non-formal primary education classes for out-of-school children aged 8-14 in the surrounding areas

vi) to supervise and monitor non-formal primary education programmes on a systematic and continuous basis.

3. Project Objectives

Overall Objective:

To accelerate the pace of universalization of primary education through the development, testing and dissemination of need-based non-formal primary education programmes for girls and disadvantaged groups through mobilizing community resources.

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Specific Objectives:

1. To set up pilot non-formal primary education development centres at selected sites.

2. To undertake analysis and assessment of educational needs of out of school children with special focus on girls and disadvantaged groups.

3. To operate pilot non-formal primary education programmes in various selected parts of the country.

4. To develop, test and disseminate non-formal primary education curriculum and materials specific to the needs of girls and disadvantaged groups.

5. To set up and organize training of trainers, teachers and other categories of non-formal education workers for operating non-formal primary education programmes.

6. To mobilize community resources and involve the community and parents in the effective planning and implementation of non-formal primary education programmes for girls and disadvantaged children.

4. Project Action Areas, Activities and Outcomes

The project is proposed to be carried out as follows:

The concept of the project will be discussed in a national seminar which will involve educationists, policy makers, educational administrator, planners and programme implementors at various levels.

Three non-formal primary education development centres one each in the Central region nearby Kathmandu, Southern Plains and for Western region will be set up utilizing the existing educational facilities.

The selection of the initial sites for the pilot scheme will be considered on the basis of low enrolment of girls and disadvantaged groups in primary schooling. The other criteria will be accessibility and availability of necessary infrastructure.

The main target groups will be out of school girls and disadvantaged groups, their parents and the immediate community.

Necessary curricular and textual materials will be developed using materials already available through a series of in-country grassroots based workshops and analysis of the needs of the target groups.

It is proposed to set up the first centre in the Central region in early 1992 and the other two centres in the latter part of 1992.

The specific project actions activities and expected outcomes are outlined below:

Action area 1 Preparatory planning, design and development of non-formal primary education programme.

Activities

1.1 In-country workshop for planning and development of non-formal primary education.

1.2 Location specific study and analysis of educational needs of girls and disadvantaged groups.

1.3 Identification of location and location specific personnel and their involvement.

Outcomes

An in-country plan for non-formal primary education focused on girls and disadvantaged groups.

Action area 2 Programme design and development

Activities

2.1 Development and writing of curricular and learning materials

2.2 Testing and production of curricular and learning materials

2.3 Revision and dissemination of curricular and learning materials.

Outcomes

Local specific and need based non-formal primary education curricula and materials.

Action area 3 Training and reorientation of teachers and non-formal primary education workers.

3.1 Designing and testing of training programmes and materials

3.2 Conduct of training programmes

3.3 Revision and improvement of training programme and materials.

Outcomes

- A field tested and revised training scheme and training materials for teachers and non-formal primary education workers.

- A working force of trained teachers and workers for non-formal primary education for girls and disadvantaged groups.

Action area 4 Mobilization and involvement of parents and communities.

4.1 Design of programme (s) for parents and community.

4.2 Organizing parent-community programmes in support of primary education for girls and disadvantaged groups.

4.3 Evaluation and improvement of strategies for parental and community involvement and participation.

Outcomes

- A field tested and revised programme for mobilization and involvement of parents and community for promotion of non-formal primary education programmes for girls and disadvantaged groups.

- Motivated and well informed groups of parents and communities to participate in the promotion of primary education for girls and disadvantaged groups.

5. Monitoring and Evaluation

The programme will be designed, developed and implemented involving functionaries at the grassroots level such as teachers, headmasters, curriculum and teacher training specialists and supervisors, through the three non-formal development centres proposed for the project.

After a year of implementation, the outcomes of the programme will be reviewed and evaluated. As necessary the programme will be revised and alteration in materials, methods and programme strategies will be introduced.

6. Resources Required

Financial

	US$
1. Operational costs of three national seminars/ workshops	10,000
2. Programmes and materials development	25,000
3. In-country training educational personnel	20,000
4. Inter-country training and attachments for 15 non-formal educators/teachers/programme specialists	25,000

5. Equipment support

- Overhead projector	- 4 sets	
- photocopies machine	- 4 sets	
- duplicating machine	- 4 sets	
- typewriter	- 8 sets	
- other support items		30,000
Total		US$ 110,000

The proposed actions will be planned and carried out through the women's education project of MOEC in conjunction with its non-formal education division/department. Likewise the Regional Directorate and the concerned local level officials and schools will be involved to take up specific responsibilities. Requirement of personnel for launching the programme will be as follows. It is proposed that this will be absorbed by the existing manpower in the various units and gradual expansion in the coming years.

Personnel requirements		Central Level
1.	Project co-ordinator	1
2.	Core specialist	5
3.	Non-gazetted officials	6
		12

Non-formal Education Centre

1.	Centre Chief	1
2.	Specialists cum teachers	2
3.	Non-gazetted officials	2
4.	Local supervisor	2
		7

PAKISTAN

Context and Rationale

The education system in Pakistan suffers from chronic deficiencies. About 50% of the children do not have access to primary education. Primary schools lack physical facilities. The target of one teacher and one room for every class appears difficult to achieve even in the next few years.

Rural primary schools are beset with shortage of trained and qualified female teachers. In rural areas enrolment of girls is one-third of that of boys. Available data on education is incomplete and unreliable. The curriculum is mostly urban oriented and is not relevant to the daily life of the children.

Although universalization of primary education and improvement of literacy have remained the cherished goals and objectives of every policy and plan in Pakistan, yet, the predominant pursuit of increasing access to schooling through the opening of new schools has left in its make thousands of shelterless schools which presents a shocking spectacle of lack of proper schooling facilities for the children. The situation is grimmer in rural areas where children squat on the bare grounds exposed to the vagaries of inclement weather.

National education policy 1979 suggested the attainment of universal enrolment of boys by 1986 and girls by 1992. Despite emphasisng the primary sector and fixing the targets for attaining universalization of primary education, the education policy failed to achieve the desired objectives because of one reason or the other.

Female education is generally discouraged in Pakistan. Therefore, the enrolment of females at primary level in the relevant age-group is 34%. This indicate that 66% of the girls are out of school. In absolute numbers they are 5.327 million. Again, 61% of the females dropout before completing 5 years of primary education. Bulk of dropout takes place during the first two years. The result is that nearly 2 million female illiterate are added on to the existing population of illiterates each year. The huge out-of-school population of female children can be attributed both to the acute shortage of female teachers and to the reluctance of parents to send their daughters to school. The dropout rates among girls could be ascribed to poor motivation, low quality of education, irrelevance of curricula, lack of physical facilities at school and lack of dedication, motivation and interest on the part of teachers.

The teachers of rural areas can play a pivotal role to enhance the literacy rate among girls and disadvantaged groups. The only way is to reduce the shortage of teachers and channelize their energies in a proper direction. Keeping in view the national average, 28350 more teachers are needed to join the present stock of 155,673 teachers working in the 80,010 primary school of rural areas.

Most of the rural primary schools are deprived of physical facilities. In such a situation the presence of teacher is a blessing and only hope for them to attain literacy. If the teacher is well qualified

and is committed to his profession, he can prove to be an asset for the society and the nation. Recruiting 28,350 more teachers would make it possible to attain the landmark of two teachers per school in the rural primary school.

The second step would be to concentrate more on their training to equip them with necessary skill and dedication to face the challenges of the changing needs of the society. This could be done by a specific teacher training programme. Although different approaches have been adopted under different developmental programme for the training of primary school teachers, they are based on: use of learning modules, annotated textbooks and teacher guides.

But none of these approaches has gained supremacy over the other. Being a poor nation time, energy and resources need not be worked in further experimentation. It is the time to train/re-train our teachers according to the needs of the rural population by involving: teacher educators, school headmasters, supervisors, parents and community people.

With the help of properly trained teachers and launching national campaign for community participation, the participation rate at primary level would increase in the rural areas and would result in ultimate increase of the literacy rate.

Statement of Problem

The in-service training programme for the training of primary school teachers working in the rural areas of Pakistan is of a generalized nature and has not been designed according to the needs and aspirations of the local community. At present 155,673 primary school teacher are working in the rural areas, yet, they are short of demand. 23,350 more teachers are to be recruited to make them at par with the national overage of 2-3 teachers per school. Rural teachers are either untrained or poorly trained. Good result cannot be expected from a poorly trained teacher. In order to equip the rural teacher with desirable motivational skill and convincing technique to attract the rural population to the activities of school, they need to be trained according to the specific needs of the rural area.

Incentive may also be given to attract female teachers to work in underdeveloped rural areas, by making her job more attractive and secure. The main incentives to be considered are: residential facilities, conveyance facilities, Provision of boundary walls for the girls school and rural allowance.

Project Objectives:

Overall Objectives:

The overall objective of this project is to promote universalization of primary education of girls and disadvantaged children especially from remote areas through increasing the supply of teachers, strengthening teacher training and activity community participation.

Specific Objectives

The specific objectives of the project are:

1. To set up project implementation units at provincial head-quarters.

2. To constitute a Task Force to undertake analysis and assessment of educational needs of rural school children with special focus on girls and disadvantaged groups.

3. To develop curriculum and materials for the teacher training programme appropriate for the up bringing of rural girls and disadvantaged groups.

4. To organize training of trainers, supervisors and teachers with particular reference to girls and disadvantaged groups.

5. To chalk out programmes and develop materials for the motivation of community.

6. To provide incentives for rural primary school teachers with better provision of physical facilities and monetary benefits.

Project Actions:

Following are the main actions which need to be undertaken for the effective implementation of the project proposal.

Action I: Establishment of project implementation units.

Activities

(i) identification of location.

(ii) selection of appropriate staff and their job description.

Action II: Establishment of task force.

Activities

(i) Inviting nominations

(ii) Specifying the line of action for the Task Force

(iii) Designing a feasible programme for the Task Force

(iv) Analysis and assessment of the needs of girls and disadvantaged groups.

Action III:

Curriculum development and materials preparation.

Activities

(i) Content selection

(ii) Development and writing of curriculum and learning materials.

(iii) Pre-testing of curriculum and learning materials.

(iv) Revision and dissemination of curriculum and materials.

(v) Production of learning materials.

Action IV:

Training of educational personnel.

Activities:

(i) Recruitment of untrained teachers.

(ii) Collection of statistics of educational personnel to be trained.

(iii) Preparation of training schedule.

(iv) Conduct of training programme.

Action V: Motivation campaign.

Activities:

(i) Development of materials.

(ii) Parent day programme.

(iii) Continuing programme.

Action VI: Incentives to the teachers.

Activities

(i) Provision of boundary wall for girl schools.

(ii) Residential facilities for rural teachers.

(iii) Conveyance/rural allowance.

Outcomes: The expected results of these activities are:

(i) Four project implementation units will be established one each in four of the provinces under the umbrella of education department of the provinces for the effective implementation of the project activities.

(ii) A Task Force will be constituted at national level for the purpose of assessment of needs, content selection and materials

development necessary for the training of educational personnel. The Tasks Force will consist of representatives from teacher educators, primary school headmasters, supervisors, religious leaders, parents and community

(iii) The modified version of the training materials would be got printed and distributed to the training centres allocated for the purpose.

(iv) To enrich the competencies of the educational personnel, a comprehensive training programme would be launched for the training of master teacher trainers, supervisors and teachers in the elementary training colleges of the provinces. The training would be conducted at three different levels as per detail given below:

(a) A-Level Training Programme for the training of master trainers at national level.

(b) B-Level Training Programme for the training of supervisors at regional level.

(c) C-Level Training Programme for the training of teachers at district level.

(v) The possibility would be ascertained to include rural oriented courses in the curriculum like poultry farming, cattle farming, fishery, agriculture farming, home economics, weaving, embroidery, sewing, garments preparation, dress making, first aid, civic sense, nutrition, drug abuse and safety measures to activate the rural population to develop their cottage industry by mobilizing their own resources. This will make the curriculum relevant to the needs of the local people and specially the girls and disadvantaged groups. With the inclusion of rural oriented courses the school environment would definitely gain sufficient attraction to retain the girls of rural areas at least for 5 years.

Again, the community would be motivated by the launching of motivation campaigns by distributing pamphlets and charts indicating the benefits of primary education. Parents day programmes will be conducted once a year to involve the local people in the activities of the school.

A continuous motivational programme would be launched by printing different monogram on match boxes indicating the benefits of primary education.

In the light of the suggestions given above the community will be involved in day-to-day activities of the rural schools.

(vi) The shortage of teachers will be overcome by recruitment of less qualified local girls and provide them with necessary training and incentive.

To provide security, the boundary walls would be provided to the female school.

By giving the same benefits which the urban teachers are enjoying to the rural teachers the problem of shortage of teachers would be solved.

Monitoring and Evaluation

The overall monitoring of the project would be done by the respective project implementation unit set up at the provincial Education Departments for the purpose. Each project implementation unit would prepare its own plan of action keeping in view the local needs and submit it for approval from the Federal Ministry of Education well before starting the training programmes. The training programme would be conducted either in the elementary colleges or any other suitable places where the Education Department deems fit.

Teachers would be trained phase-wise. The training programme would be started during June/July/August when the teachers are free for summer vacations.

The master trainers would be selected from the professors/instructors/principals of elementary colleges. UNESCO would be requested to provide training for master trainers and to provide technical assistance for preparing the implementation plan and will also assist the implementation unit for developing the training material for the training of teachers.

The final evaluation would be done at the end of the project period to see whether the desired objectives have been achieved or not. For this purpose the team of experts from UNESCO could be invited to evaluate the project. However the periodic monitoring would be done by project implementation unit. The implementation units would be responsible for preparing a quarterly progress report after every three months containing the physical and financial progress of the Training Programme along with the problems faced and the remedial measures takes by project implementation unit.

The main Ministry would be responsible to propose remedial measures two phases. The newly recruited teachers would be trained before the start of academic session and the already working teachers would be training during the summer vacations. The entire schedule of the training would be spread over three years during which 3 cycles of each level would be conducted one cycle per year.

Resources Required (Financial/Personnel etc).

There is no need for special staff. One cell can be created at each of the Provincial Education Departments using the same staff and assigning them additional responsibilities. Several developmental programmes are already in practice in Pakistan. A mini project like the training of 184,023 primary school teachers can be dovetailed to any one of the ongoing projects as one of their component. Hence there is no need for special

funding. All the ongoing projects already have sufficient provision of educational materials, equipment and training.

UNESCO assistance would be sought for the training of master trainers, conducting the feasibility study for the training programme, material development and evaluation purposes.

WORK PLAN

Sequential Activities	1991	1992	1993	1994
1. Establishment of Project Implementation Units	Oct.			
2. Establishment of Task Force	Nov.-Dec.			
3. Content Selection and Material Development		Jan.-May		
4. Collection of Statistical Data	Nov.	Mar.		

Sequential Activities	1991	1992	1993	1994
5. Recruitment of Un-trained Teachers		Jan.---------Dec.		
6. Selection of Trainers		Jan.-Mar.		
7. Training of Trainers		Apr.-May		
8. Identification of Training Centres		Jan.-Mar.		
9. 1st Cycle of A-Level		Apr.-May		
2nd Cycle of A-Level			Apr.-May	
3rd Cycle of A-Level				Apr.-May
Training of Un-trained Teachers			Jan.-Mar.	
1st Cycle of B-Level		May-Jun.		
2nd Cycle of B-Level			May-Jun.	
3rd Cycle of B-Level				May-Jun.
1st Cycle of C-Level		Jun.-Aug.		
2nd Cycle of C-Level			Jun.-Aug.	
3rd Cycle of C-Level				Jun.-Aug.
10. Motivational Campaign		Jan.----------Sept.		
11. Incentives for Teachers		Jan.----------Sept.		

ANNEX I

LIST OF PARTICIPANTS

BANGLADESH	Mr. Sayed Alamgir Farook Chowdhury Project Co-ordinator General Education Project Ministry of Education 63, Mali Bagh, D.I.D., Rampura Road Dhaka
CHINA	Mr. Ma Peifang Deputy Director Gansu Provincial Education Commission Lanzhou, Gansu Province
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NEPAL	Mr. B. Prasad Gupta Director SETI Education for Rural Development Project Far Western Regional Inspectorate Dipayal, Doti Ministry of Education and Culture
	Mrs. Neelam Basnet Chief, Women's Education Project Ministry of Education and Culture Kathmandu
PAKISTAN	Mr. Mohammad Ajmal Khan Assistant Educational Adviser Ministry of Education Islamabad

THAILAND

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OBSERVER:

Miss Jitprapa Sri-Oon
Director
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Lampang

UNESCO PRINCIPAL REGIONAL OFFICE:

Mr. S. Iizawa
Deputy Director

Dr. Prem Kasaju
Specialist in Developmental Research in Education, ACEID

Mr. Takao Kamibeppu
Associate Expert in Developmental Research in Education, ACEID

SECRETARIAT:

Mrs. Warunee Charupan
Chief of Foreign Relations Section
Planning Division
Non-Formal Education Department
Ministry of Education, Thailand

Mrs. Pakvanna Chootongchai
UNESCO

ANNEX II

ANNOTATED AGENDA

1. Inaugural Session

A programme for the inaugural session will be given to the participants at the time of their registration.

2. Election of Officers

The Meeting will elect a chairperson and a rapporteur. The Secretariat of the Meeting will be provided jointly by the Department of Non-formal Education, Ministry of Education, Thailand, the host centre and the Asian Centre of Educational Innovation for Development (ACEID), UNESCO PROAP.

3. Briefing and Adoption of Agenda of the Meeting

The Secretariat will provide a short briefing which will be followed by comments, and adoption of the agenda of the Meeting with necessary modifications.

4. Country Presentation on Primary Education for Girls and Disadvantaged Groups.

Each country participant(s) will make a presentation highlighting the present situation of primary education with reference to girls and disadvantaged groups, especially in rural/remote areas. The country presentations will include:

- Overall situation, major issues and problems concerning primary education of girls and disadvantaged groups in rural/remote areas;
- national policies, and programmes for promotion of primary education for girls and disadvantaged groups in rural/remote areas;
- educational contents, methods, materials, and training/ preparation of teachers and other educational personnel in support of formal and non-formal primary education programmes especially for promotion of universal primary education for girls and disadvantaged groups in rural/remote areas;
- planning and implementation mechanisms including community mobilization, involvement of governmental and non-governmental organizations and partnerships amongst them in support of primary education for girls and disadvantaged groups in rural/ remote areas; and
- new/innovative approaches and strategies for promotion of

effective participation and completion of primary education by girls and children of disadvantaged groups in rural/remote areas.

5. Co-operative Analysis of Situation, Issues and Problems

Through sharing and exchange of experiences, participants will undertake an indepth analysis of the overall situation of primary education of girls and disadvantaged groups in rural/remote areas in the countries represented in the Meeting. They will also share their experiences on effect and impact of various on-going innovative programmes and projects in their respective countries and will make recommendation and proposals for facilitating participation and completion of primary education by girls and disadvantaged groups in rural/remote areas.

6. Framework for Innovative Pilot Projects

Participants will develop a co-operative framework for launching innovative educational programmes and projects aimed at meeting educational needs of girls and disadvantaged groups in rural/remote areas. The co-operative framework is expected to provide general guidelines for preparation of country specific pilot projects.

7. Country-specific Proposals for Innovative Pilot Projects

Each country participant(s) will prepare a proposal(s) and plan for initiating the grassroots-based pilot projects for promotion of primary education of girls and disadvantaged groups in rural/remote areas. These will serve as growth points for wider expansion and dissemination.

8. Consideration and Adoption of the Report

The report of the Meeting will be discussed and adopted with necessary modifications. This will then be followed by formal closing of the Meeting.

ANNEX III

INAUGURAL SPEECH DELIVERED BY
MR. PEERA MANATAS, VICE-GOVERNOR OF CHIANG MAI
ON BEHALF OF THE GOVERNOR OF CHIANG MAI

Distinguished participants, ladies, and gentlemen,

It is an honour and privilege for me to be invited to inaugurate this important meeting organized and hosted jointly by UNESCO's Asia and Pacific Programme of Educational Innovation for Development (APEID) and the Department of Non-formal Education, Ministry of Education, Royal Government of Thailand. I wish to extend to you all, on behalf of the people of Chiang Mai, a very warm welcome. I earnestly hope you will find your stay in Chiang Mai a pleasant one and your work professionally rewarding and useful.

In Thailand, we accord high priority to education. It is a precondition for development.

Thailand has made some significant progress in primary education during the last two decades. Enrolment in primary schools at present is above 95 per cent of school-age children. Especially for the promotion of primary education for the disadvantaged and underprivileged population groups in rural and remote areas, our country embarked on a variety of formal and non-formal innovative projects and programmes. In particular, our non-formal education programmes made it possible to reach children who normally could not have benefited from formal primary education. Our Government is now contemplating to expand non-formal education programmes especially with a view to meet the educational needs of the disadvantaged and underprivileged children in rural areas. Our Government is also planning to extend the duration of primary education to nine years. We hope you will find our experiences relevant and useful.

As a Member State which is part of the Asia and Pacific community, we are very keen to contribute to and benefit from the experiences of the participant countries and collaborate with them in undertaking innovative programmes designed to achieve the goal of primary education for all.

My best wishes to you all for a very successful meeting. I am confident that you will all be able to come up with concrete proposals for launching action oriented pilot projects for promotion of primary education for girls and disadvantaged groups.

We are indeed honoured and pleased that UNESCO, Bangkok chose Chiang Mai as the venue for this important meeting. I am happy that participants will have opportunities to visit and observe Non-formal Education Centres in Chiang Mai and Chiang Rai during the course of the meeting. I hope you will find our experience on this subject useful.

I also hope that participants will have time to see a bit of Chiang Mai, its people and places and carry back with them pleasant memories. My colleagues from the Department of Non-formal Education as well as others here in Chiang Mai will be most happy to do anything they can to make your stay pleasant and happy. If there is anything we can do, please do not hesitate to contact us. We sincerely want you to be comfortable here and have a pleasant time.

I now have the honour of declaring this important meeting open. Thank you.

ANNEX IV

WELCOME SPEECH DELIVERED BY MR. SHOZO IIZAWA DEPUTY DIRECTOR OF UNESCO, BANGKOK

Honorable Vice-Governor, Distinguished participants,
Ladies and Gentlemen,

It is an honour and privilege for me to welcome on behalf of the Director and my colleagues of UNESCO Bangkok the Honorable Vice-Governor of Chiang Mai, and the distinguished participants at the opening of this planning meeting.

We are especially grateful to the Vice-Governor for sparing his valuable time to grace this occasion and agreeing to inaugurate the meeting. I also wish to extend UNESCO's sincere appreciation and gratitude to the Member States for accepting our invitation and designating appropriate specialists to participate in the meeting.

The very crucial role played by education for total national development is now widely recognized. Education forms the most important component of any national development plan and primary education is the most basic and fundamental part of it. During the last two decades, UNESCO has played a key catalytic role in promoting educational innovations and development focused on promotion of primary education and literacy through its various regional programmes, mainly the Asia-Pacific Programme of Educational Innovations for Development (APEID) and recently the Asia and Pacific Programme of Education for All (APPEAL).

The countries in the Asia and Pacific region have made remarkable progress in promoting primary education during the last two decades. There is yet a long way to go before we achieve full universal primary education and eradication of illiteracy. In particular, the target groups which need to be accorded special attention in order to achieve universal primary education are mainly girls and disadvantaged groups in rural areas. The majority of such target groups which have not benefited from primary education are predominantly confined to some countries in South Asia and others dispersed in certain parts of the region.

UNESCO proposes to assist Member States which have priority needs of promoting primary education for girls and disadvantaged groups to generate grassroots-based pilot projects as growth points for quicker expansion and diffusion into the national scale. We are very happy that the Government of Japan has arranged to provide UNESCO financial support for assisting selected Member States to undertake preparatory work for designing and launching such grassroots based pilot projects. I take this opportunity, on behalf of the Member States and UNESCO, to record our appreciation and gratitude to the Government of Japan for its continued interest and support in this crucial area.

It is in this context that UNESCO Bangkok office is organizing this meeting jointly with the Department of Non-formal Education, Ministry of Education, Royal Government of Thailand. This meeting will undertake

indepth analysis of the situation of primary education in reference to the specified target groups and design innovative projects which may be adopted to improve the participation, retention and achievement of girls and disadvantaged groups in primary education.

In 1991, UNESCO plans to support three Member States to initiate necessary work for launching the proposed pilot projects. On the basis of experiences we gain we plan to extend similar projects in other countries.

The pilot projects UNESCO now proposes to launch are not of conventional type. In order to achieve remarkable improvement of children's participation, retention and achievement in primary education, all persons and parties will have to be mobilized; teachers, children, parents, government officials and NGOs.

In designing and implementing these ambitious pilot projects we need your expertise.

We are all aware that we are running short of time. We have to do everything within our power in the shortest possible time so that much of what we have not been able to achieve can be achieved soon and before the end of the present Century. Difficult as the tasks ahead of us, may be, you will agree that with the continued commitment of the Member States, the mobilization of available knowledge and experiences, in the Asia and Pacific region, we should be able to make major breakthroughs for promoting primary education for girls and disadvantaged groups. We sincerely hope that the proposed grassroots-based innovative pilot projects will be of great help in accelerating the pace of universalization of primary education and for achieving the goal of education for all in our region.

I am confident during this meeting participants will be able to prepare detailed proposals as to how and in what ways the pilot projects may be launched in their respective countries. UNESCO would be very happy and ready to collaborate with the Member States to embark on this pioneering new venture for the benefit and in the service of those children who have so far been deprived of primary education.

Honorable Vice-Governor, distinguished participants, ladies and gentlemen, once again I wish to thank you all for your interest and support for this important work. I wish you all success in your work.

Thank you.